



English III Assessment

Eligible Texas Essential Knowledge and Skills

STAAR English III Assessment

Genres Assessed:

Literary

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Supporting)
- Media Literacy (Embedded, Supporting)

Informational

- Expository (Readiness)
- Persuasive (Supporting)
- Procedural (Embedded, Supporting)
- Media Literacy (Embedded, Supporting)

Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.

- (1) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; **Supporting Standard**
 - (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; **Readiness Standard**
 - (C) infer word meaning through the identification and analysis of analogies and other word relationships; **Supporting Standard**
 - (D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; **Supporting Standard**
 - (E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. **Readiness Standard**
- (9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence. **Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

- (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding. ***Readiness Standard***

Reporting Category 2: Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

- (2) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;
Readiness Standard
 - (B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; **Supporting Standard**
 - (C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.
Supporting Standard
- (3) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
- (A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.
Supporting Standard
- (4) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to
- (A) analyze the themes and characteristics in different periods of modern American drama. **Supporting Standard**
- (5) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction; **Readiness Standard**

- (B) analyze the internal and external development of characters through a range of literary devices; **Readiness Standard**
 - (C) analyze the impact of narration when the narrator's point of view shifts from one character to another. **Supporting Standard**
 - (6) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
 - (A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning. **Supporting Standard**
 - (7) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to
 - (A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works. **Supporting Standard**
 - (12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to
 - (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; **Supporting Standard**
 - (D) evaluate changes in formality and tone across various media for different audiences and purposes. **Supporting Standard**
- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to
- (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.
Readiness Standard (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama, Media Literacy)

Reporting Category 3: Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

- (8) **Reading/Comprehension of Informational Text/Culture and History.**
Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance. **Readiness Standard**
- (9) **Reading/Comprehension of Informational Text/Expository Text.**
Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; **Readiness Standard**
- (B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported; **Supporting Standard**
- (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. **Readiness Standard**
- (10) **Reading/Comprehension of Informational Text/Persuasive Text.**
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to
- (A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts. **Supporting Standard**
- (11) **Reading/Comprehension of Informational Text/Procedural Texts.**
Students understand how to glean and use information in procedural texts and documents. Students are expected to
- (A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); **Supporting Standard**
- (B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
Supporting Standard

(12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; **Supporting Standard**

(D) evaluate changes in formality and tone across various media for different audiences and purposes. **Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.

Readiness Standard (Expository) / **Supporting Standard**
(Persuasive, Procedural, Media Literacy)

Reporting Category 4: Composition

The student will demonstrate an ability to compose a variety of written texts with a clear, controlling thesis; coherent organization; sufficient development; and effective use of language and conventions.

- (13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning; **Readiness Standard**
 - (C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; **Readiness Standard**
 - (D) edit drafts for grammar, mechanics, and spelling. **Readiness Standard**
- (15) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
- (A) write an analytical essay of sufficient length **Readiness Standard** that includes
 - (i) effective introductory and concluding paragraphs and a variety of sentence structures;
 - (ii) rhetorical devices, and transitions between paragraphs;
 - (iii) a clear thesis statement or controlling idea;
 - (iv) a clear organizational schema for conveying ideas;
 - (v) relevant and substantial evidence and well-chosen details;
 - (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;

- (C) write an interpretation of an expository or a literary text

Readiness Standard

that

- (i) advances a clear thesis statement;
- (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;
- (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;
- (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text;
- (v) anticipates and responds to readers' questions or contradictory information.

- * (16) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience **Readiness Standard**

that includes

- (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;
- (C) an organizing structure appropriate to the purpose, audience, and context;
- (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;
- (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).

*Persuasive writing will no longer be assessed on STAAR English III.

Genres Represented in the Revision and Editing Sections of the Test:

Literary

- Literary Nonfiction

Informational

- Expository
- Persuasive

Reporting Category 5: Revision

The student will demonstrate an ability to revise a variety of written texts.

- (13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

- (C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.

Readiness Standard

- (15) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

- (A) write an [analytical] essay of sufficient length that includes
- (i) effective introductory and concluding paragraphs and a variety of sentence structures; ***Supporting Standard***
 - (ii) rhetorical devices, and transitions between paragraphs; ***Supporting Standard***
 - (iii) a clear thesis statement or controlling idea; ***Supporting Standard***
 - (iv) a clear organizational schema for conveying ideas; ***Supporting Standard***
 - (v) relevant and substantial evidence and well-chosen details; ***Supporting Standard***
 - (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources. ***Supporting Standard***

- (16) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes
- (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;
Supporting Standard
 - (C) an organizing structure appropriate to the purpose, audience, and context; **Supporting Standard**
 - (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; **Supporting Standard**
 - (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs). **Supporting Standard**

Reporting Category 6: Editing

The student will demonstrate an ability to edit a variety of texts.

- (13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (D) edit drafts for grammar, mechanics, and spelling. **Readiness Standard**
- (17) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to
- (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); **Supporting Standard**
 - (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). **Readiness Standard**
- (18) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to
- (A) correctly and consistently use conventions of punctuation and capitalization. **Readiness Standard**
- (19) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to
- (A) spell correctly, including using various resources to determine and check correct spellings. **Readiness Standard**